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ABSTRACT

This book provides an analysis of teaching and learning and the network of issues and concerns that underpin distance education. It reviews several existing models that permeate current practice, and that will influence future practice, and relates these to pedagogics. The book provides not only an overview of historical developments but explains the thinking that is influencing current practice and that which is likely to influence future practice around the world. The first chapter "Taking Stock" outlines essential elements of the pedagogics of distance education. The second chapter "Distance and Proximity" describes five models of instruction (correspondence, conversation, teacher, tutor, and technological-extension). The third "Three Constitutive Concepts" and fourth "The Three Concepts in Practice" chapters discuss the three constitutive concepts of Dialogue, Structure, and Autonomy, and describe these concepts. The fifth chapter "Modifying Concepts" discusses the concepts of open, lifelong, post-industrial and post-modern learning. The sixth chapter "Digital Information and Communication" analyses working forms in the digital-learning environment, in teleconferencing, and in the virtual university. Chapter seven "Teaching and Learning Models Specific to Institutions" introduces distance teaching and learning models from institutions around the world. The eighth chapter "Analyses and Perspectives" provides an analysis of different models of teaching and learning in distance education. An appendix presents four examples showing distance instruction using various technologies. Includes subject and name indexes. (AEF)

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